

# Golden Threads and the NSW Syllabus

Suitable for:

- **Human Society and Its Environment K - 6**
- **History stages 4 and 5**

If you want to make the most of this great exhibition you might find these suggestions helpful. The exhibition will be of most value if it is made part of an ongoing program.

## YEARS 7 to 10

The exhibition is related to:

- Australian Social and Political Life from 1850 –1950
- Multiculturalism and its impact on Australian Society
- The changing rights and freedoms of various gender, cultural, social and economic groups

## YEARS K to 6

Before you go to the exhibition:

- check the Golden Threads website (<http://amol.org.au/goldenthreads>) for information about the Chinese contribution to your locality and for links to a variety of internet resources
- check your school and town library for anything on Chinese involvement in Australia 1850-1950.
- mount a room display of photos and photocopies.
- take a large freezer cardboard box and set it up as a Chinese screen (concertina style) use rice paper and paint to decorate it. It is a great way to mount your photos etc.
- encourage the children to put together a display of Chinese artefacts that they might find in your town.
- check for suitable films or videos.
- arrange for a guest speaker – if possible someone of Chinese descent, or you might have an acupuncturist, or a herbalist or someone who does Chinese martial arts or perhaps someone who grew up in China during this period.
- write out some simple words in Chinese script and put them around your classroom eg greetings, or numbers or days and months.
- discuss the religions of China, and their Calendar.

## **At the exhibition**

Topics covered by the exhibition are Work, Leisure, Food and Dress, Beliefs, and Leaving and Staying. If your class uses a jigsaw method for research the exhibition will provide a good source of information for expert groups working in the above areas.

Possible questions for classes to consider might be:

- Are there any topics that we haven't discussed in class? What are they?
- What in the exhibition particularly appealed to you? Why?
- What was it that helped you understand more about the Chinese who came to Australia between 1850 and 1950?

## **After the Exhibition Follow up activities**

Expert groups can report to the class. Discussion topics and possible creative writing exercises:

- Have you ever packed your bag and then not gone away?
- What do you think it was like to leave your country and friends? Would it be any different today?
- Aren't we lucky that people keep things that they think are important? Have you any treasures, what are they and why are they important?
- In the photographs there are people who do not look Chinese, why not?
- Do you think that the Australians of that time had any idea of what China was like?

## **Craft activities**

- kites, paper lanterns, decorate a box to give a lacquered effect, use tangrams to make various shapes.
- visit a Chinese restaurant.

## **Website activities:**

- research and write illustrated stories about the Chinese contribution to your locality and offer them to the Stories section of the Golden Threads website

## **Related Topics in the HSIE Curriculum**

- China as a cultural study
- Gold
- Family trees and family backgrounds
- Federation and the White Australia Policy

## Teaching Strategies and Practices

(See page 153 in HSIE K-6 Units of Work)

- Artefacts
- Brainstorming
- Classroom Displays
- Cultural Activities
- Excursions
- Family Trees
- Group Work
- Guest Speaker
- Internet
- Jigsaw Groups
- Oral History
- Photographs
- Presentations
- Task Cards

## Further Resources

For copies of the NSW Syllabus documents visit the [Board of Studies website](http://www.boardofstudies.nsw.edu.au) at <http://www.boardofstudies.nsw.edu.au>

For useful internet sites, visit [Golden Threads Resources](http://amol.org.au/goldenthreads/resources) at <http://amol.org.au/goldenthreads/resources>